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CENTRAL INTELLIGENCE AGENCY

INFORMATION REPORT

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(FOR KEY SEE REVERSE)

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2. Follow corrected spellings of some Russian words appearing in the attached report:

Page 4, Paragraph 21: For zaveduyushchi uchebnoi chastyu read zaveduyushchiy uchebnoy chastyu
Page 12, Paragraph 80: For Yevrei read Yevrey

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Curriculum and Texts

1. The following courses were taught in the seventh grade during the years 1948 to 1950: Russian language and literature (five hours), Ukrainian language and literature (five hours), history (the Middle Ages), the Soviet Constitution, physics, chemistry, mathematics (algebra, geometry, and trigonometry), zoology, geography (world geography), German and physical culture. The same courses were taught in the eighth grade during the academic years 1949-50 and 1950-51, with the exception that Russian history until 1860 was substituted for the history of the Middle Ages, anatomy for zoology, and

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geography of the USSR for world geography. Military training for boys was also added. Courses taught in the ninth grade during the academic year of 1950-51 were the same as in the eighth grade with the exception that Michurin-Lysenko biology was substituted for anatomy and Russian history from 1860 to 1917 was substituted for the previous history course.

2. Only one foreign language was taught in each of the three ten-year schools in Rubezhnoye. German was taught at their school and French and English were taught at the other two schools. Students who wished to study a foreign language not taught at his school had to visit another school in the city for this instruction. This was evidently caused by a shortage of foreign-language teachers.

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3. Every student was required to purchase his own texts and school supplies. These were obtained through the school authorities. Textbooks were relatively cheap, the most expensive being nine rubles. The average student was required to spend from 30 to 40 rubles per year for texts, notebooks, and other study material. Incidentally, the German students observed that most texts in use at the school had been printed in the Soviet Zone of Germany. This was apparent from the wrapping paper and book bindings.
4. Some textbooks were in short supply. In geography, for example, only five books were available for the entire class. Frequent shortages of notebooks and writing paper also occurred. On a few occasions, none was available and the students were forced to write on wrapping paper. Ninth-grade students were once forced to use specially lined notebooks which were designed for the use of first-grade students. Nothing else was available.
5. The substance of textbooks was frequently changed. New editions of each textbook were brought out almost every year in an effort to conform to changing Party instructions and new emphasis in communist dogma. In such cases, the students were strictly forbidden to use the old textbooks. The teachers frequently justified these changes by stating that the old texts were no longer ideologically correct. Or else they stated that Soviet science was making progress and the texts had to be adjusted accordingly.
6. The Soviet students said nothing about textbook changes which were brought about in conformance with shifting Party dogma. Such alterations seemed to have made no impression on them. A few students did complain, however, that they had to pay money for new books. (Some texts were used in two successive grades.)
7. Recent Soviet claims to prior discovery of technological innovations produced perhaps the most striking changes in Soviet textbooks. Physics, chemistry and biology texts were all altered to reflect this aspect of Soviet propaganda. These changes were introduced in 1949 and 1950. For example, Watt was still described as the inventor of the steam engine in classroom literature used in 1948. In 1949 and after, a Russian was given full credit for this invention and Watt was dismissed with a few lines in fine print.
8. Biology texts were altered to conform to the official support given to the theories of MICHURIN and LYSENKO. Authors suddenly out of vogue were no longer mentioned in literature texts and the events of history were sometimes rewritten. Language classes were required to study Stalin's article on linguistics beginning with 1950-51 but no changes were made in the basic text on Russian language. No one understood Stalin's article, not even the teachers. The information was simply learned by heart.

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9. To judge by the language they spoke, the overwhelming majority of the population of Rubezhnoye were Ukrainians. Great Russians occupied most of the leading posts in the town's industry and administration. Only educated Russians who could demand good jobs would wish to settle in this newly established industrial center. It was true that the Russians on the whole were more intelligent and better educated than the indigenous Ukrainian population.
10. Classes at the two other ten-year schools in Rubezhnoye were conducted in Ukrainian. Otherwise, there was no difference between the two types of schools. Graduates of the "Russian" school were apparently not given any sort of preferential treatment. And evidently a Soviet student was given free choice in determining which of the two types of school he would attend, as most of the students at the Russian school were Ukrainians.
11. We are not aware of any recent developments indicating greater emphasis on the Russian language in Rubezhnoye schools or a "russification" of the Ukrainian school curriculum. The teachers stressed the nationality policies of the USSR in their classroom instruction. It was pointed out that in contrast to tsarist Russia, the Stalin constitution guaranteed equal rights, cultural freedom, its own constitution and government administration to each national group in the Soviet Union. The theme that the Great Russians are considered the big brothers of other Soviet nationalities, as leaders among equals, was brought out from time to time, but this received far less attention than the equality thesis.
12. Every boy attending the eighth through the tenth grade was required to attend a military training course for one hour per week. This was in addition to the normal physical culture classes. Participation in military training was compulsory for all boys. The director, for some unknown reason, was particularly insistent that the German youths participate.
13. Military instruction in the eighth grade included close-order drill, target practice with small caliber rifles, instruction in disassembling of a standard army rifle, military courtesy, extended-order drill and other textbook instruction. Military instruction in the ninth and tenth grades was the same as in the eighth grade with the exception that military regulations were also discussed. It is possible that marksmanship also received greater attention. On the whole, the entire course of instruction was mainly theoretical, consisting of textbook instruction. Relatively little practical or field work was carried out.
14. This military training served a practical purpose. It provided preliminary instruction in normal military duties. It thus shortened the time required for basic training when the time came for service in the Soviet Army. This course had the primary purpose of preparing the students psychologically for eventual military service and that the practical training was of secondary importance. At any rate, it was true that this instruction successfully served the former goal. The Soviet youths attending the school were extremely patriotic and were willing, almost eager, to defend their fatherland if necessary. For example, they all showed an inordinate amount of pride when they were registered for military service in the ninth grade. Their heads were shaved at this time (they were allowed to let it grow out later), and they considered this to be a symbol of approaching manhood.
15. In this connection his Soviet classmates were generally extremely patriotic. They responded enthusiastically to military instruction. They considered it a great honor and a thrill to hold a rifle in their hands when they engaged in target practice.

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16. Military matters were brought into many normally non-military courses. War stories were given particular emphasis in literature classes, a geography class was used as an excuse for a lecture on the border defenses of the USSR and exercises concerning military problems were dealt with in mathematics. These topics were apparently introduced to develop a feeling of patriotism in Soviet students. It was frequently emphasized that the Soviet Union was encircled by hostile capitalist countries and that therefore the Soviet Union required a strong army in a state of readiness. It was reiterated that it was the duty of each student to take up arms in defense of his fatherland if necessary.

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17. The theme, "capitalist encirclement", was given more emphasis than the idea of peaceful co-existence between the capitalist and socialist camps, although the latter idea was mentioned and attributed to Stalin.

18. [redacted] teachers always spoke of a "defensive war" when they mentioned the possibility of war between the Soviet Union and its enemies or when they discussed the Soviet Union's participation in previous wars.

Teachers and Teaching Methods

19. The teaching staff at the Rubezhnoye ten-year school consisted of the director, his assistant and about 25 teachers. The director, Andre 50X1-HUM Filippovich SAMOKHOTKIN [redacted] He was a former high-ranking army officer and had "a pile of medals". He probably was a teacher by profession and had served in the army only during the war 50X1-HUM taught history in addition to serving as director of the school.

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20. SAMOKHOTKIN was a Party member and apparently held a high Party position.

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21. His assistant was entitled "zavuch", or zaveduyushchi uchebnoi chastyu (chief of the educational section). [redacted] his formal duties consisted of helping the director in establishing the teaching plan, insuring adherence to pedagogical standards, and procuring textbooks, while the director handled administrative matters (in addition to teaching history).

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22. One unofficial (and probably the principal) function of the zavuch was to spy on the teachers and thereby determine their political reliability and professional qualifications. He was obviously an informer. He frequently sat in on our classes and took notes. This was no absolute proof that he acted as a political informer. He might have simply been checking up on the manner in which the teachers conducted their classes. But the fact that he was intensely disliked by the teaching staff was a strong indication [redacted] that he was also on the alert for any expression of anti-communist sympathies by the teachers. The zavuch also conducted spot checks of the students' notes, books and papers.

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23. [redacted] a story [redacted] which is pertinent to the subject. The teacher thought that a child was standing outside the partially open classroom door and was distracting the children in the class. She opened the door suddenly in order to catch the child in the act and was much surprised to find the zavuch standing there. He had been listening secretly to the classroom instruction. The teacher cautioned [redacted] not to tell the incident to anyone else.

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24. [] the teachers felt and realized that they were being spied upon by the zavuch, by other teachers, by visiting commissions, and perhaps by some students. In regard to the last point, it was at least true that some Soviet children acted as informers among the German students. Whenever a German student said something in the company of his Soviet classmates that sounded at all off color politically, he could expect that this would be reported immediately to his home room teacher and that he would be called in for explanation. 50X1-HUM
25. About 80 percent of the teachers at Ten-Year School No. 3 were women. And about one-third of the teachers in grades seven to ten were older than 50 years of age. [] the teachers (grades six to nine) were well qualified professionally. Some of the older teachers were as capable as the average teacher in a German gymnasium. The fact that the Soviet secondary school teachers were more specialized than their German counterparts was to their advantage. Most of the former were required to teach but one course and so were very well acquainted with the instruction material. Although some of the younger teachers were not well qualified for their positions, this was not generally true. [] no signs of deterioration of the teaching staff as a result of accelerated courses of instruction introduced after the war for student teachers. 50X1-HUM
26. [] some, but not very many, [] teachers were members of the Communist Party. It was difficult to determine the true political convictions of [] teachers. Everyone was so cautious in expressing personal opinions, especially to the Germans. To judge by classroom appearance, [] teachers were in complete sympathy with the Soviet regime. This was merely a facade on the part of one or two teachers. [] several were not in sympathy with the regime. [] 50X1-HUM
27. Classes were conducted in a very stiff and regimented manner. Neither [] received the impression that the teachers were attempting to develop independence of thought or a spirit of inquiry among their students. The contrary was true. The students were encouraged to memorize, to accept facts as they were given to them, and not to ask questions on their own initiative. Classroom discussion was not encouraged. 50X1-HUM
28. A typical class lasted for 40 minutes. The first 25 minutes were taken up by the teacher who delivered a lecture on the material contained in the new assignment. The teacher stuck strictly to the study material as contained in the textbook. He never said anything contrary to the text nor even introduced any of his own ideas. The remaining 15 minutes were devoted to a review of the students' homework and the teacher's lecture of the previous day. In accordance with a rigidly adhered-to system, three or four students were called upon to give a report. As was true when a teacher left or entered a room, they were required to stand up when responding to or asking the teacher a question. After a brief five-minute recitation, the student sat down and the teacher entered a grade in his dnevnik, or school calendar.
29. There were various degrees of disciplinary measures, differing in accordance with the seriousness of the infraction. A student who misbehaved might expect a warning from his teacher. After several such warnings, remarks to such effect were registered in his dnevnik. These remarks had to be initialed by a parent of the student. In the event of more serious infractions, a student was dismissed from the class. He had to see either his home-room teacher or the school director before he was admitted again. The worst a student would receive in such cases was a lecture from the director and a grade of "four" or "three" for behavior entered in his dnevnik. Each week a student received

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a grade for behavior in his dnevnik. He normally received a "five" - excellent.

30. A student was expelled or was threatened with expulsion in the most serious cases of misbehaviour. Students were frequently warned that if they did not behave, they would be expelled and sent to a trade school (remeslennoye uchilishche). This happened but once or twice during our attendance at the Rubezhnoye school.
31. [] never [] any particular disciplinary measures against anti-Party or anti-state expressions of opinion. Such a thing never occurred. However [] remarks and recommendations concerning a student 50X1-HUM political attitudes and behaviour were entered in his personal record, or lichnoye delo. Upon entering a school, each student was required to purchase a small notebook which served as his lichnoye delo. This was turned into the school authorities and was never seen again. A student was not allowed to see his lichnoye delo once entries had been made in it. However [] report cards, graduation certificates, and political recommendations were entered in it. [] a student was required to present his lichnoye delo when he entered a higher educational institution. 50X1-HUM another school. 50X1-HUM
32. As mentioned earlier, a student was also required to maintain a school calendar, or dnevnik. Every student purchased a notebook which was printed for this purpose. Space for each course was listed under every school day. When a student recited, he was given a mark in his dnevnik ranging from "one" (very poor) to "five" (excellent). Every student was also given a mark for behaviour at the end of each week by his home-room teacher. One of his parents had to initial the dnevnik at the end of each week. The grades listed in the dnevnik were averaged up at the end of each quarter and the end of each school year.
33. Quarterly and annual grades were determined on the basis of these average grades and marks received on quarterly and yearly examinations. Examinations administered at the end of each school quarter were referred to as oblastnaya rabota as they were administered on an oblast-wide basis. Final examinations administered at the end of a school year were presumably given on an all-Union basis. Report cards were issued at the end of each school quarter and at the end of the school year but only the final grades were considered valid.

Aims, Methods and Effectiveness of Political Indoctrination

34. Soviet schools sought to develop uncritical and unthinking individuals who acted and thought only in accordance with the government's wishes. Their teachers also taught the general lines of the Communist Party program which the students were expected to accept without reservations. The students were told of the glories of life which would be achieved in a communist society, were told of their government's efforts to attain that goal, and were encouraged to sacrifice and to contribute to its realization. Another primary goal of Soviet education, was the glorification of Russian history and culture. Their teachers also deprecated and preached against capitalism and capitalist countries.
35. Communist ideology was brought into and emphasized in all courses. There were some variations in its intensity of treatment. Some teachers emphasized the subject more than others. And, of course, history, literature and geography courses, as well as the course on the Soviet Constitution, provided more opportunity for the discussion of the doctrines of Marx-Lenin-Stalin than courses in chemistry and mathematics.

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36. For example, it was emphasized in literature courses that the great Russian authors of the past who now have the approval of the Soviet regime always worked for the rights of the working classes and strived (unconsciously at times) for the realization of Marxist ideals. Some way was always found to connect an author with communism or with the "masses". Furthermore, literature dealing with such events as the five-year plans and collectivization was always emphasized in modern literature courses. 50X1-HUM
37. Although it was difficult to determine the real sentiments of [] teachers, most of them approached the subject of Marxist doctrine with considerable enthusiasm. The majority of the teachers seemed to be convinced of the truthfulness of what they were teaching. Some literally beamed when they dealt with the subject.
38. The overwhelming majority of their Soviet fellow students accepted as true the instruction they received in communist doctrine. This is explained above all by the fact that the Soviet school children had no means of comparing the claims of communist doctrine with life as it exists in other countries. Even children of parents who were dissatisfied with the regime were influenced by their teachers. For one thing, such parents would not have dared to influence their children in the opposite direction. And secondly, the school system was probably more influential than the family in shaping the attitudes and opinions of Soviet children.
39. It was very difficult to determine the real opinions of his Soviet classmates. Everyone was so cautious in expressing personal opinions. This in itself was perhaps an indication that the Soviet school children had some reservations concerning the correctness of the regime but, nevertheless, it seemed that an overwhelming majority of his fellow students held Marxism as the gospel truth. 50X1-HUM
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40. The Soviet as well as German school children considered communist doctrine to be a dull subject. It was too theoretical and no one liked that. [] it was dull because no discussion was allowed. Communist doctrines were presented as an accomplished fact and that was all there was to it.
41. Soviet patriotism, or Russian nationalism, was also a major theme in their classroom instruction. It was stressed under this heading that Soviet patriotism was not the same as the narrow patriotism of the past which was nothing more than a defense of one's own soil for egoistic reasons.
42. Patriotism in the Soviet Union demanded that every citizen defend the material and social achievements of communism from outside aggressors. It was also emphasized in this connection that it was the duty of every Soviet citizen to take up arms in defense of his country. Of course military duty was discussed only in terms of a defensive war on the part of the USSR.
43. It was also noted in the classroom that some Russian tsars and pre-revolutionary military heroes were to be commended for their role in defending their country from outside invaders. Any contradiction between this thesis and the claims that Russian war heroes fought for the preservation of the tsarist system and thus hindered the development of revolutionary forces was simply passed over in silence by their teachers. In fact, the two subjects -- the achievement of communism and the military victories of tsarist generals -- were generally treated as one. It was pointed out that most heroes of the past had had some connection with the "masses". For example it was stated that the hero was of proletarian birth or in some way or another helped the cause of the "people".

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44. But not all contradictions could be avoided. For example, the history teacher in discussing Peter the Great did not say a word about Peter's policy of importing western European specialists and his interest in western European culture. The literature teacher, on the other hand, mentioned that Peter the Great had brought western culture to Russia by employing German and French scholars at his court.
45. The subjects of Soviet patriotism and Russia's glorious history were discussed about as frequently as the subject of communist ideology. But again, our teachers made no distinction between the two. They were treated as two stages of one continuous development.
46. The teachers showed no particular enthusiasm in approaching these subjects. In fact, it was generally true that a teacher was unable to interject any opinion of his own and thus to demonstrate any particular like or dislike for a given subject. They were expected to stick to the textbook material and that was all.
47. The Soviet school children probably reacted more favorably to these subjects than to the topic of communist ideology. The latter was too theoretical and too difficult to understand, whereas the former were more concrete and appealed to their imagination. The contradictions inherent between the extolling of both communism and some aspects of tsarist Russia were neither resolved by the teachers nor were regarded as contradictions by the students. The Soviet students were not old enough and were too narrow in their outlook to make such a critical analysis of their study material.
48. Stalin was discussed in classrooms at the Rubezhnoye ten-year school in the manner characteristic of all Soviet propaganda media. [] an effort was made to picture Stalin as a demigod, as a substitute for God or Jesus Christ. Although Stalin was forever being praised during classroom instruction and at school meetings, no formal ceremonies devoted to Stalin worship were observed. The Soviet school children believed every word of it. Stalin was more worshipped than loved. The Soviet school children would consider it unthinkable to tell a joke about Stalin or to ridicule him in any way. There was no doubt [] that among school children at least, Soviet propaganda had been successful in raising Stalin to a position of demigod.
49. If this symbol of worship were removed, and if Stalin's successors suddenly ceased the practice of deifying him, [] such a switch in policy would not leave any strong impression on the minds of their Soviet classmates. For one thing, such a change would probably be made very slowly, imperceptible to the average student. Secondly, the Soviet youth demonstrated no inclination to indulge in critical or analytical thinking. Policies have been completely reversed in the past and no one seemed to be bothered by such switches, at least not the school children. The whole concept of the Soviet school system is not to teach students to think but to memorize facts and to accept them as the truth. Furthermore, the entire Soviet system including the school system kept people so busy that they never had any time to think.
50. The Soviet claims of prior discovery of technological innovations were increasingly stressed in classroom instruction. After 1948, more and more Russians were given credit for inventions in chemistry, physics and mathematics courses. And less space was devoted to foreign authors in literature courses. The teachers usually explained these changes by pointing out that documents had recently been discovered proving Russians to be the true inventors of certain articles. It was also explained that these Russian discoveries had not taken root in tsarist Russia as the tsars wished to keep

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Russia in a backward state in order to maintain their hold over the country. It was also claimed that foreign agents had stolen Russian patents or that the tsars, more interested in gold than in the interest of their own people, had sold patents to foreigners.

51. The students accepted all these claims and explanations as the truth. The German students were immediately overruled when they expressed some doubt about the authenticity of these "discoveries". The Soviet students were quick to point out that it was in the book and therefore must be true. After all, the Soviet students had no standard of comparison. Even the old textbooks which stated, for example, that Watt was the inventor of the steam engine were withdrawn.
52. Another central aim of the Soviet educational system was to instill in the students a feeling of distrust and hatred of capitalism and the West. Several specific themes were stressed under this general subject. The teachers pointed to the danger of attack by the West. The capitalist countries feared the revolutionary potentialities of communism and, therefore, wanted to destroy its center of power. And so, the students were told, the Soviet Union had to be powerful and ever vigilant. The teachers also deprecated Western, or capitalist, culture and science.
53. The United States was selected as the main target of this onslaught. America was represented as the most advanced capitalist country and, therefore, the most dangerous. It had the most developed industry and technology, which was being put to aggressive purposes. Like other capitalist countries, it was the aim of the United States to destroy Soviet socialism. The United States was also characterized as the land of cultural barbarians and a country where dollar kings ruthlessly exploit the toiling masses. 50X1-HUM
54. [redacted]
It is possible that this propaganda was not so intense during the years 1947-48 [redacted] 50X1-HUM
[redacted] 50X1-HUM
55. [redacted] the primary purpose of these attacks on the West was to prepare the Soviet youth psychologically for a possible war. This propaganda would convince the youth of the righteousness of their cause in the event of hostilities. However, [redacted] attempt to engender hatred of the American people. The American "proletariat" was always held up as blameless and not subject to attack. 50X1-HUM

The Komsomol

56. Almost all students in the appropriate age group (seventh grade and under) were members of the Pioneers. Komsomol membership was limited to students in grades eight through ten. Perhaps 15 percent of the students in these three grades were members of the Komsomol, ranging from ten percent of eight-grade to 20 percent of tenth-grade students.
57. [redacted] anyone who wished to could join the Komsomol (but German students were excluded). [redacted]
[redacted] their teachers indirectly encouraged Soviet students to join. They always praised the Komsomol and held up its members as model students. 50X1-HUM

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58. Although there were apparently no specific entrance requirements, it was true that the organization tried to recruit the best students. Two Soviet students (both made excellent grades) were put under considerable pressure to join the Komsomol although they personally did not want to. This fact plus the fact that the Komsomol demanded good grades from its members probably explain why Komsomol members were generally the best students in the school.

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59. Most Soviets joined the Komsomol out of idealism. They considered it an honor and were willing and enthusiastic members. [redacted]

[redacted] some (a minority) joined the organization simply because they knew it would further their careers.

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60. [redacted] At least it was true that most of the best students were Komsomol members and most of the Komsomol members were good students. There was no particular need for favoritism.

Social Aspects of Seven- and Ten-Year Schools

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61. Compulsory seven-year education was apparently an accomplished fact in the Rubezhnove area. [redacted]

62. School authorities at Ten-Year School No. 3 attempted to graduate as many students as possible from the seven-year school. No policy of selecting out and promoting only the better students during the seven-year course of studies was apparent. The method of administering examinations was indicative of this. The examinations were relatively easy. The teachers helped the weaker students to pass them.

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63. As a matter of fact, the school authorities propagated the idea that as many students as possible should complete the full ten-year course of studies. All students who passed the final seventh-grade examinations with grades of "three" or better were allowed to enter the eighth grade. And a student who received a "two" in one course was allowed to make it up the following fall. [redacted] no other entrance requirements for eighth grade. A minimum of 80 percent of seventh-grade graduates went on to attend eighth grade. More than 80 percent of the boy's seventh-grade class (about 31 out of 36) entered eighth grade.

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64. It is possible that fewer graduates of the seven-year school in Krasnogorsk and of seven-year schools in the nearby countryside entered and completed the last three grades of secondary education. [redacted] no distinction drawn between students attending the first seven grades of their ten-year school and students attending seven-grade schools. But it is possible that parents who wanted their children to obtain a full secondary education entered them in the ten-year school. The Rubezhnoye Ten-Year School No. 3 had the best teaching staff of any school in the town.

65. As was true during the first seven grades, every effort was made to bring all students successfully through the upper grades of the ten-year school. It was in the interest of each teacher that as many students as possible pass their courses. This was a measure of a teacher's success. And the director wanted to see that a larger percentage of students received good grades and graduated at his school than at any other school in the rayon or oblast.

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66. Very few students dropped out or "flunked out" of the eighth and ninth grades, perhaps two, or three out of a class each year. [redacted] of the fatality rate in the tenth and final grade [redacted] might be slightly higher. Certainly no attempt was made to promote and graduate only the best students or only a certain percentage of all students as is true in some German gymnasiums. 50X1-HUM
67. It was not difficult for teachers to help weak students through the yearly final examinations. These examinations were conducted according to the ticket, or bilet system. They were given for most courses. About 30 tickets, or bilety, were issued for each course, each of which contained one or more questions. These questions were not supposed to be shown to the students prior to the examinations. But the teachers always dictated them to the class or passed around a portfolio of questions so the students could copy them down. This was done several months before examination time so the students would have ample time to prepare for it. Classes were dismissed several weeks before the examinations to give the students time for cramming.
68. About half of each class took an examination at the same time. Students were called up one by one and selected one of the 30 or so tickets which were spread face down on the table. A student was given about 15 minutes to prepare his answer to the question he selected. He then appeared before the examining board and gave an oral answer of about ten minutes' duration. (Written examinations were given only in mathematics and languages.) The examining board consisted of the examining teacher, the director, and one other person (usually the zavuch). 50X1-HUM
69. The examinations were not difficult and "were no real exams". This method of oral examination allowed a certain flexibility in giving grades and permitted the teacher to aid weaker students by giving hints and asking leading questions.
70. [redacted]
[redacted] the political recommendations contained in a student's lichnoye delo were undoubtedly taken into consideration in making these awards. Relatively few students received gold or silver medals, no more than two or three in each class.
71. A knowledge of Marxist doctrine and the current Party line was not absolutely necessary in passing examinations in history, literature and other quasi-political courses. However, it was desirable to throw in a few quotations from Marx or Stalin if a student wished to get a good grade. 50X1-HUM
72. [redacted] a tuition fee of 150 rubles ^{per year} 50X1-HUM
was charged for students attending the last three grades of their ten-year school. Each student was required to pay in addition about 30 to 40 rubles for books and materials. A few needy students were exempted from paying tuition. [redacted] two war orphans who fell into this category. [redacted] financial necessity and not academic standing was the determining factor here. [redacted] 50X1-HUM
73. [redacted] roughly one-third of the Soviet students attending the upper grades of the ten-year school were children of parents belonging to the intelligentsia, one-third from working-class families and one-third from kolkhoz families. Children of the intelligentsia were, therefore, better represented than other social elements. 50X1-HUM

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74. Assuming that the same conditions prevailed in other schools in Rubezhnoye and [] statistics concerning the large number of students entering eighth grade were correct, this would indicate that approximately one-half of the urban population of Rubezhnoye consisted of the intelligentsia; an obviously false conclusion. In answer to this point [] the Russian ten-year school in Rubezhnoye was probably an exception. The high percentage of children of the intelligentsia at their school (the Russian school) was probably explained by the fact that the intelligentsia of the town consisted largely of Great Russians. [] the students of their school were more capable and more ambitious in general than students in other schools in the town and in outlying areas. [] student body [] always won first-place in the oblast competition for school grades. Finally [] school had the best teachers and, therefore, attracted more talented students. 50X1-HUM

Other Political and Social Attitudes of Soviet Youth

75. The overwhelming majority of our Soviet classmates supported and were in favor of the Soviet regime. To be true, some of these individuals, the slower and less alert students, could be classified as passive supporters of the regime. They merely supported the government because it was there. But the great majority were convinced of the correctness of their present form of government and were active supporters of it. This was apparent from our Soviet classmates' behavior in classes, reaction at political meetings, and personal statements. 50X1-HUM
76. No other attitude could be expected of the Soviet youth. They had been exposed to no other way of life, and their knowledge of conditions in the USSR was also very limited. Some could be expected to change their opinions after they came in contact with the realities of life as adult Soviet citizens. [] the school, aided by the Pioneer and Komsomol organizations, was more important than family life in shaping the political opinions and social attitudes of the Soviet youth. 50X1-HUM
77. [] a few Soviet students who were opposed to the regime. One student was openly opposed to the regime. This boy regularly visited a German family [] despite the dangers involved. He told this family that his brother had deserted the Soviet Army during the war and was probably now living in Germany. He expressed his hatred for the Soviet Government and said that he would follow his brother's example when the opportunity presented itself. There might have been other Soviet students like him, who were more discreet in expressing their opinions. 50X1-HUM
78. [] few if any of [] Soviet classmates attended church or were religiously inclined. At least nothing was said or done to indicate the contrary. The entire religious propaganda which was carried out in school would have counteracted any religious inclinations. Although the church was not directly attacked by their teachers, the subject was always cropping up in their classroom instruction. It was pointed out that religion was unscientific, the opiate of the masses and a product of capitalist ideology. 50X1-HUM
79. No church was located in the town of Rubezhnoye. However, religious services were regularly held at a prayer house and were tolerated by city authorities. [] no indications from [] Soviet classmates that the latter regarded their family life as anything but normal. 50X1-HUM
80. [] Soviet Jews were disliked by most Great Russian and Ukrainian students at their school. The word "Jew" (Yevrei) was spoken as a swear word. Their teachers, on the other hand, gave no indication of anti-Semitic 50X1-HUM

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feelings in conducting classroom instruction. The subject of "cosmopolites" or "cosmopolitanism" was never mentioned in their classes. 50X1-HUM

81.

no attitude of superiority on the part of Russians and Ukrainians in regard to other Soviet minority groups. It was true, as mentioned earlier, that the Great Russians constitute the majority of the intelligentsia of Rubezhnoye. This created a certain social division between the two nationalities but apparently no tension, dislike or envy. 50X1-HUM

Comments:

Soviet educational authorities have been very successful in indoctrinating Soviet high school students with their stated political and social standards and beliefs. This is demonstrated in the section of this report devoted to this subject regarding the influence of the Soviet school system is greater than that of the family in shaping these attitudes, and thus would be successful in eradicating any "devotion to the past" which might be passed on by the older generation. These conclusions are contradicted by a previous report 50X1

children of the intelligentsia or of kolkhoz parents had doubts about the Soviet system. 50X1-HUM

it appears that a much larger percentage of children from families of the intelligentsia attend the last three years of ten-year school (and hence higher educational institutions) than children of working class families. 50X1-HUM

a student's political activities were taken into consideration in awarding gold and silver medals. 50X1-HUM

It is interesting to note that equal time was devoted to Russian and Ukrainian languages from the seventh to 10th grades at this "Russian" school. classes at the two "Ukrainian" ten-year schools in Rubezhnoye were conducted in the Ukrainian language. 50X1-HUM

the "Ukrainian" ten-year school in Severo-Donetsk, located a short distance from Rubezhnoye in Voroshilovsk Oblast. classes at this "Ukrainian" School were conducted in Russian 50X1

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